DOCUMENT RESUME

ED 262 718 HE 018 797

AUTHOR Gill, Wanda E.; Brooks, Cornelia
TITLE Special Services Project Survey Form on Teachers' Characteristics.
PUB DATE [85]
NOTE 12p.
PUB TYPE Information Analyses (070) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Faculty; Feedback; Higher Education; *Questionnaires; *Rating Scales; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS *Bowie State College MD

ABSTRACT

An instrument that allows students to rate characteristics they use in selecting teachers is presented, along with a brief literature review on college students' perceptions of faculty. The inventory is designed to provide college administrators feedback on what students perceive to be positive teacher characteristics. For the first part of the instrument, students list the rank order importance of 37 teacher characteristics. The second part deals with the students' actual experiences with their teachers at Bowie State College. Respondents indicate their agreement/disagreement with 50 statements, using five possible responses ranging from strongly agree to strongly disagree. Respondents may also write the name of a teacher as an example for each item. The literature review cites 11 studies that investigated the following topics: research productivity and teaching effectiveness, halo effects in student judgments of teachers, personality traits, mathematics lecturers, class size, and gender factors. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED262718

SPECIAL SERVICES PROJECT SURVEY FORM ON TEACHERS' CHARACTERISTICS

Wanda E. Gill

Cornelia Brooks

NE 018 797

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Wanda Gill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

College Teacher characteristics may prove to be a critical factor in retention. At a time when there is keen competition for college students, all factors of the college community must be closely scrutinized to provide the student consumer with the best possible education. As the student's direct contact with and impression of the college is the college teacher so the characteristics of the college teacher need to be examined to provide the institution with information form the students on the characteristics that are "good" for a college instructor to have. Once students have rated college teacher characteristics. They may personally think of those teacher characteristics they use to select courses, where choices of instructors are allowable.

The most typical attempt to isolate college teacher characteristics as variables is the evaluation form completed by college students. Most evaluation forms are designed to provide teachers with feedback by determining teacher effectiveness or for promotion decisions. A review of the literature shows the need for further research in this area.

Review of the Literature

A review of the literature on college students' perceptions of faculty reveal that studies have been done on: research productivity and teaching effectiveness (Centra, 1983); halo effects in student judgments of teachers (Van Rooijen and Vlaadr, 1983); personality traits (Kegel-Flom, 1983); mathematics lecturers (Clarkson, 1984); class size (Feldman, 1984 and Marsh, 1984) and, gender factors (Gupta, Singh & Hoshi, 1983; Basow and Distenfeld, 1985; Khashan, 1984). General evaluations of college students were done by Haugen (1984) and Marsh (1984).

Centra found that students tended to rate instructors with publications higher than instructors without publications. Van Rooijen and Vlaandr found that college students perceived the teacher's considerate warm attitude or expressiveness as a positive trait. Kegel-Flom identified the college teacher's self-confidence, assertion, tolerance, desire to interact on a personal level and personal/intellectual drive as positve characteristics. This finding is supported by Clarkson's 1984 study which concluded that students did not distinguish between the quality of the lecture organization and the lecturer's rapport with students. The istructor's rapport was most important.

Feldman (1984) found that class size affected group interaction ratings and individual rapport ratings. The class size was also examined by Marsh who found that grading leniency and demanding little work had no significant impression of a student's overall evaluation of an instructor. In the same study, teacher popularity was insignificant on the ratings of college teachers.

Studies of the gender factors yielded mixed results. The differences in student perceptions seem to be linded to the country the study was done in and the sex of the instructor. At the University of Rajasthan in Jaipur, India, a sample of post-graduates were unamimous in their decision that female instruc-

tors were more competent than their male counterparts (Gupta, Singh and Joshi, 1983). Saudi Arabian students of the College of Administrative Science in Riyadh, Saudi Arabia perceived their college instructors as corrupt, unprofessional and conceited. The majority of the students (85% of 420) did not believe that the faculty was interested in their "academic well-being"

Haugen (1984) found that students rated those instructors with pedagogical training higher than those instructors without pedagogical training in a clinical program.

There is no specific literature on first generation or minority college students' perceptions of faculty. There is a need for such research.

The present instrument was designed to provide the college administration with feedback on what students perceive to be positive teacher characteristics. The instrument then asks each student to rate characteristics they use in selecting teachers. The fifty items in Part II present the student with statements which they respond to. The instrument designed by Wanda E. Gill, is presented on the following pages for use by researchers interested in teacher characteristics.

SPECIAL SERVICES PROJECT SURVEY ON TEACHERS' CHARACTERISTICS

PLEASE RETURN THIS COMPLETED SURVEY IN THE ENCLOSED STAMPED ENVELOPE.

The following descriptive data is needed to assign your answers to categories. Please circle the descriptors that fit you.

CLASSIFICATION: Freshman Sophomore Junior Senior

RACE: Black White Hispanic Other

GENDER: Male Female

AGE: 16-18 19-21 22-24 25-27 over 27

RESIDENCE: Prince Georges County Baltimore City
Anne Arundel County District of Columbia
Eastern Shore of Maryland Out of State
Other(Please Write Explanation) _____

PART I - TEACHER CHARACTERISTICS

A. Please rank order the following teacher characteristics that you think a teacher should have from the most important characteristic to the least important characteristic. Number 1 the most important characteristic. Number 37 the least important characteristic.

TEACHER CHARACTERISTICS	NUMBER RANK
GIVES ALOT OF A's	_____
ATTRACTIVE	_____
GIVES TESTS AND QUIZZES WEEKLY	_____
ALLOWS GROUP DISCUSSION	_____
PUNCTUAL (ON TIME)	_____
FOLLOWS CLASS SCHEDULE	_____
LECTURES MOSTLY	_____
TELLS JOKES THAT HAVE NOTHING TO DO WITH THE TOPIC	_____
WANTS STUDENTS TO WORK HARD	_____
REQUIRES A RESEARCH PAPER	_____
YOUNG	_____
INSISTS ON GOOD ATTENDANCE	_____
ADDS MATERIAL TO THAT PRESENTED IN TEXTBOOK	_____

TEACHER CHARACTERISTICS (A. CONT.)	NUMBER RANK
WORKS HARD	
FEELS GRADES ARE SECONDARY (not that important) TO LEARNING	
WELL GROOMED	
FAILS ALOT OF STUDENTS	
SHOWS FILMS FREQUENTLY	
SETS HIGH EXPECTATIONS FOR STUDENTS	
OLD	
GIVES FOUR - FIVE TESTS A SEMESTER	
WELL ORGANIZED	
HAS A LOT OF KNOWLEDGE OF THE CONTENT AREA	
GIVES MID-TERM AND FINAL EXAMS ONLY	
DEPENDABLE (Meets Class Regularly at Scheduled Time)	
USES THE TEST TO TEACH CONCEPTS NOT LEARNED	
USES VIDEOTAPES TO TEACH	
TELLS STORIES TO ILLUSTRATE POINTS	
BLACK	
CAN PARAPHRASE (Put Language In Other Words) TEXTBOOK	
PREPARED FOR CLASS	
EXPERIENCED TEACHER	
RELIABLE (Predictable)	
NEW TEACHER	
SHOWS SLIDES	
USES TAPES	
FOREIGN	
NICE	
WHITE	
GOOD VERBAL COMMUNICATION SKILLS	
GOOD WRITTEN COMMUNICATION SKILLS	

B. Please rank order the following teacher characteristics you would use to pick your teachers. DO NOT GIVE NUMBER TO FACTORS THAT ARE NOT IMPORTANT TO YOU. YOU MAY LEAVE SOME NUMBER RANKS BLANK IN THIS SECTION.

TEACHER CHARACTERISTICS	NUMBER RANK
Gives alot of A's	_____
Attractive	_____
Gives tests and quizzes weekly	_____
Allows group discussion	_____
Punctual (on time)	_____
Follows Class Schedule	_____
Lectures Mostly	_____
Tells jokes that have nothing to do with the topic	_____
Wants student to work hard	_____
Requires a Research Paper	_____
Young	_____
Insists on Good Attendance	_____
Adds Material to that presented in textbook	_____
Works Hard	_____
Feels Grades are secondary to learning	_____
Well Groomed	_____
Fails alot of students	_____
Shows films frequently	_____
Sets high expectations for students	_____
Old	_____
Gives four - five tests a semester	_____
Well organized	_____
A lot of knowledge of the content area	_____
Gives mid-term and final exams only	_____
Dependable (meets class regularly at scheduled time)	_____
Uses the test to teach concepts not learned	_____
Uses videotapes to teach	_____
Tells stories to illustrate points	_____
Black	_____
Can paraphrase textbook	_____
Prepared for class	_____
Experienced Teacher	_____

TEACHER CHARACTERISTICS (P. CONT.)	NUMBER RANK
Reliable (predictable)	_____
New Teacher	_____
Uses Tapes	_____
Foreign	_____
Nice	_____
White	_____
Good verbal communication skills	_____
Good written communication skills	_____

C. Please list other teacher characteristics that you use to pick your instructors that were not listed.

_____ _____ _____

_____ _____ _____

_____ _____ _____

PART II - PERCEPTIONS OF ACTUAL EXPERIENCE WITH TEACHERS AT B.S.C.

Directions: This section deals with your actual experiences with your teachers. Please answer each item using the following code. There is room to put the name of a teacher as an example of the item, if you wish.

SA = STRONGLY AGREE
A = AGREE
N = NEITHER AGREE NOR DISAGREE
D = DISAGREE
SD = STRONGLY DISAGREE

							TEACHER EXAMPLE
1.	My teachers were friendly.	SA	A	D	SD	N	_____
2.	My teachers were nice.	SA	A	D	SD	N	_____
3.	My teachers usually have pleasant expressions.	SA	A	D	SD	N	_____
4.	My teachers usually smile.	SA	A	D	SD	N	_____
5.	I feel free to ask my teachers questions.	SA	A	D	SD	N	_____
6.	I feel my teachers know the answers to my questions.	SA	A	D	SD	N	_____
7.	Teachers taught the subject I signed up for.	SA	A	D	SD	N	_____

TEACHER EXAMPLE

8.	Teachers are punctual.	SA	A	D	SD	N	
9.	Teachers met all classes.	SA	A	D	SD	N	
10.	Teachers covered material in the textbooks we were required to buy.	SA	A	D	SD	N	
11.	Teachers understood the concepts in the textbook enough to teach them.	SA	A	D	SD	N	
12.	Teachers know how to teach.	SA	A	D	SD	N	
13.	Teachers lecture only.	SA	A	D	SD	N	
14.	Teachers encourage student participation in class.	SA	A	D	SD	N	
15.	Teachers plan time well.	SA	A	D	SD	N	
16.	Teachers are accessible to students.	SA	A	D	SD	N	
17.	Teachers are fair in their grading practices.	SA	A	D	SD	N	
18.	Teachers' tests are fair.	SA	A	D	SD	N	
19.	Teachers treat all students the same.	SA	A	D	SD	N	
20.	Male teachers favor female students.	SA	A	D	SD	N	
21.	Female teachers favor male students.	SA	A	D	SD	N	
22.	Teachers embarrass students in front of the class.	SA	A	D	SD	N	
23.	Teachers call students names.	SA	A	D	SD	N	
24.	Teachers encourage students to study.	SA	A	D	SD	N	
25.	Teachers encourage students to work hard.	SA	A	D	SD	N	
26.	Teachers show an attitude of "I have mine and you have yours to get."	SA	A	D	SD	N	
27.	Teachers share information.	SA	A	D	SD	N	
28.	Teachers allow students access to classrooms throughout the scheduled class time.	SA	A	D	SD	N	
29.	Teachers assume the attitude that they work for the students.	SA	A	D	SD	N	
30.	Teachers are helpful.	SA	A	D	SD	N	
31.	Teachers assist students by sharing job/internship information with students.	SA	A	D	SD	N	
32.	Teachers give a reasonable number of assignments.	SA	A	D	SD	N	
33.	Teachers give no assignments.	SA	A	D	SD	N	

TEACHER EXAMPL

34. Teachers' assignments are reasonable. SA A D SD N

35. Teachers explain assignments. SA A D SD N

36. I want to take other courses with teachers I had this year. SA A D SD N

37. I don't ever want to take other courses with teachers I had this year. SA A D SD N

38. I learned alot in my courses. SA A D SD N

39. I feel well prepared for the work world after taking my courses. SA A D SD N

40. I feel my reading skills are stronger. SA A D SD N

41. I feel my writing skills are stronger. SA D SD N

42. I feel my mathematics/a[illegible] stronger. A D SD N

43. I feel my communications skills are stronger. SA A D SD N

44. I feel the teachers are qualified to teach college courses. SA A D SD N

45. I feel the courses I took are applicable and relevant to my chosen profession. SA A D SD N

46. I feel the teacher used a variety of teaching methods. SA A D SD N

47. I would recommend my teachers to my best friend. SA A D SD N

48. I feel the teachers at Bowie State College are a strong asset to the College's image. SA A D SD N

49. I feel the teachers in my field advised me well. SA A D SD N

50. The teachers in my field helped me plan my program for next semester. SA A D SD N

Thank you so much for your cooperation. This survey took alot of time to complete but will assist greatly with our efforts to provide the faculty with feedback on their teaching.

Please return this survey now in the enclosed stamped envelope.

Bibliography

Basow, S. and Distenfeld, M. (1985, February). Teacher Expressiveness: More Important for Male Teachers than Female Teachers. Journal of Educational Psychology, 77(1), 45-52.

Centra, J. (1983). Research Productivity and Teaching Effectiveness. Research in Higher Education, 18(4), 379-389.

Clarkson, P. (1984, December). Papua New Guinea Students' Perceptions of Mathematics Lecturers. Journal of Educational Psychology, 76(6), 1386-1395.

Feldman, K. (1984). Class Size and College Students' Evaluations of Teachers and Courses. Research in Higher Education, 21,(1), 45-116.

Gupta, U., Singh, P., and Joshi, R. (1983, January). Perception of Male and Female professors by the Student. Journal of Psychological Researches, 27(1), 17-20.

Haugen, R. (1984). Educationists and Academics: Ratings of Community College Instructors. Community/Junior College Quarterly of Research and Practice, 8(1-4), 103-113.

Kegel-Flom, P. (1983). Personality Traits in Effective Clinical Teachers. Research in Higher Education, 19(1), 73-82.

Khashan, Hilal. (1984). A Study of Student Perceptions in a Saudi Arabian University. Research in Higher Education, 21(1), 17-31.

Marsh, H. (1984, October). Students' Evaluations of University Teaching: Dimensionality, Reliability, Validity, Potential Biases and Utility. Journal of Educational Psychology, 76(5), 707-754.

Van Rooijen L. and Vlaandr, G. (1983, July). Appearance and Disappearance of Halo Effects in Student Judgements of Teachers. Tijdschrift voor Onderwij's Research, 8(4), 157-171.